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conclusions as to the large part played by extra-foveal if not extra-macular vision, in reading at least; and probably the error has not invalidated the main contentions of the article, whose positive contribution is important, and whose author continues to show his clever originality in experiment. EDMUND B. HUEY.

Das Behalten und Vergessen bei Kindern und Erwachsenen nach experimentellen Untersuchungen, von PAUL R. RADOSSAWIJE-WITSCH. Bd. 1, Otto Nemnich, Leipzig, 1907. pp. 197. (Pädagogische Monographien hrsg. von E. Meumann.)

The author was a pupil of Meumann under whose direction this work was done. After giving an historical account of previous work in this field, the writer proceeds to experiments of his own; first on adults and then upon children. He finds that memory is more persistent for meaningless material than for that which has a meaning. The number of repetitions necessary both to learn and to relearn diminish with time, but the growth of practice is far greater in learning than in relearning. Even associations improve by practice as does the certainty of reproduction, provided the fidelity of the first impression remains constant. Learning and retaining are two very distinct processes of memory and have their own laws and conditions. The learning of meaningless material is of course far harder. A special practice in memory improves memory in general. As to forgetfulness, it begins very rapidly after learning and then its curve sinks more slowly. The initial loss is not nearly so rapid as Ebbinghaus thought. The types of memory differ greatly, although this seems to depend partly upon practice. The last and the first syllables of a series are least and those in the middle most forgotten. There are distinct slow and fast types of learning, although the former may by practice approach to some extent the latter, so the difference may be due to practice. Those who learn slowly retain better. It was a great help to each to follow his own type of memory with which few seem to be acquainted. All persons experimented upon were of mixed type, chiefly either visual-acoustic or acoustic-visual. Next came motor-acoustic and acoustic-motor. There was no visual-motor or motor-visual. The longer and harder task was given memory, the more sense elements were used, and only in very short series of syllables was there anything like a pure type. The impulse toward the sense of what was learned repressed the mere sensuous material. Nearly all, at first, tried to devise some logical connection between syllables; but with more practice, the more mechanical became the process. All are inclined to use rhythm and tempo, trying many at first and focusing later to a few. There was no indication that people of different nationalities preferred special rhythms. Adults exceeded children only when the work was prolonged, but adults need less repetitions. Neither showed any pure concept types.

The Influence of Bodily Posture on Mental Activities, by ELMER ELLSWORTH JONES. Columbia Contributions to Philosophy and Psychology, Vol. XVI, No. 2. New York, The Science Press, October, 1907. pp. 60.

From the results of various tests in many series, the author found that the following activities were best performed in the vertical position. They are . . . the discrimination of pitch and number of taps per minute, the strength of grip. The following were best performed lying down . . . tactile discrimination, visual and auditory memory tested both by rapidity and fewness of errors and adding. The subjects showed greater signs of fatigue in the horizontal than in the vertical position.